Analysis of Professional Development Practices for School Teachers in Pakistan: A Comparative Case Study of Public and Private Schools of Pakistan (Punjab)

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Abstract

The present paper is an attempt to explore professional development practices for teachers in secondary schools of Pakistan. Research has attempted to discover the better ways for professional development of teachers in secondary schools in addition to many other factors like continue training, in service education, workshops etc. counseling and incentives are also very important factors to discuss here because in Pakistan teachers face many problems while getting professional development so counseling, incentives are necessary for continuous professional development of teachers. Otherwise many lose heart due to a lot of problems faced by them during professional development trainings. The purpose of the study is to explore the term professional development, to make teachers able to manage the class more efficiently and also increase the level of learning throughout their career and also find the hindrances in professional development programs of teachers in secondary schools of Pakistan and to provide the better solution to overcome the hurdles by providing different training programs batter than that provided in the past. So for these purpose schools of Pakistan we took a sample for the collection of relevant data. Our study is also helpful to explore how we can make the professional development programs more effective and professional development is helpful for teachers and what are their purpose to design these programs moreover explore the challenges they are facing recently and what issues arises related to it and how could we minimize these. Researchers have applied qualitative technique in order to collect and interpret data. Semi structured interview were conducted from ten teachers of public and private schools. Moreover hundred questionnaires are also filled up from both of the schools, in which we use the liker scale. This study also explores practical implications and what adoptions can be utilized in order to improve the professional development program of public and private school teachers in Punjab. From research it has concluded that professional development programs are not so effective because programs are characterized with inflexible curriculum which ignored teacher's needs. In other sense there is no connection between their professional development and every day class room needs. Secondly due to the time constraints mostly teachers are not interested in these programs, they just take in to get certificates. Thirdly teachers have no input while planned training

topics there is lack of teacher's involvement in planning and training process. At the end there is no proper plan for follow up and transferred activities to class room practices. Professional development of teachers must be planned, funded and supported. Teachers must be encouraged to participate in training programs. There should be proper co-ordination in professional development programs, so that logical sequence of experience should be followed.

Key words:
Professional Development, Enhancement, Issues, Secondary education, Appraisal, Learning

Introduction

Professional development is the enduring enhancements and upholding of professional skills, competencies and experiences. Professional development is a continuous process of getting knowledge and skills that relates to ones profession, job tasks and work environment. And it is much important for acquiring skilled, motivated and educated employees despite of job categorization (Morrison, 2009 cited in Rebora, 2009).

Professional development training not only be helpful for employees moreover it is helpful for management to motivate employees. As Lynn (2011) pointed out that professional development training may entail guidance in decision making skills, customer service skills, communicating techniques, time management team building ideas as well as managerial techniques and strategies. These development trainings may not only straight forwardly focus on as employee performance but also help the employees to improve his or her skill rests. Moreover helps the management how to manage employees in order to reduce the employee turnover. Leadership training helps to train non supervisory employees for upcoming supervisory tasks and new value able strategies for leading and encouraging employees. In terms of defending health, wellbeing and welfare of the public. It is necessary for professional to engage in lifetime learning's. Because today's society is expecting more so the public is demanding greater accountability from professionals.

Professional development refers to the provision of an unbroken process for learning accomplishment follow-up. It is not a collection of lonely presentation given by professionals and mentors. Effective operation of professional development includes initial trainings as well as plan for continuing, mentoring, augmentation and follows up of learning's. Research show a follow up that continues long enough for new behaviors. Planners can be build this kind of strengthening into professional development programs in a number of ways include providing opportunities to practice new methods in trainings .situations arraigning for enduring support , sustain and collecting methodically feedback from teachers (Sparks and Locus, 1989 cited in Hasel, 1999).

When we regard as developing countries we come to know that the obtaining and retaining staff is one of the biggest problems in these countries. So these countries are moving towards

offering the key academics staff development opportunities .like building technical capacity for engineering workforce, different policies are made by higher education at national, provisional and institutional level for professional development of teachers etc. These development trainings may not only straight forwardly focus on as employee performance but also help the employees to improve his or her skill rests. Moreover helps the management how to manage employees in order to reduce the employee turnover.

The present paper is an attempt to explore professional development practices for teachers in secondary schools of Pakistan. Research has attempted to discover the better ways for professional development of teachers in secondary schools in addition to many other factors like continue training, in service education, workshops etc. counseling and incentives are also very important factors to discuss here because in Pakistan teachers face many problems while getting professional development so counseling, incentives are necessary for continuous professional development of teachers. Otherwise many of them lose heart due to a lot of problems faced by them during professional development trainings.

Literature review

Professional Development:

Professional development is the enduring enhancements and upholding of professional skills, competencies and experiences. Continuous professional development means commitment to civilizing, maintaining and enlargement of subject knowledge and skills that's required in organizations. Professional development training not only be helpful for employees but also provide the tips to management how to manage employees.

Sparks and Loucks (1989) pointed out that Professional development refers to the provision of an unbroken process for learning, accomplishments and follow_ up. It is not a collection of lonely presentations given by the professionals or mentors. Effective operation of professional development includes initial trainings as well as a plan for continuing, mentoring, augmentation and follow-up of learning's. Research shows the follow up that continues long enough for new behaviors. Learned during preliminary trainings to be incorporated as teachers continuing practice.   Professional development is very necessary for every person while he is doing a job or not. Professional development try to enhance the performance quality of the professional's .it is essential for employees because it is used to increase the skills, knowledge and abilities through constant education in a particular profession.

Morrison (2009) defines professional development is a continuing process from which we get skills knowledge abilities that must be relate to our job responsibilities work requirement and profession. Moreover it plays an important role in building fully trained knowledgeable and motivated employees. It is also helpful for all jobs not depend upon job classification. In above this discussion we come to know that professional development is a continuing process that provides the skills & abilities to employees that become helpful in performing the job

tasks. It is also helpful in acquiring and maintaining employees.

As Lynn (2011) pointed out that the professional development training may entail guidance in decision making skills, customer service skills, communicating techniques, time managements, team building ideas as well as managerial techniques and strategies. These development trainings may not only straightforwardly focus on an employee performance but also help the employees to improve his or her skill rests. Moreover helps the management how to manage employees or reduce employee turnover. Leadership trainings help to train non supervisory employees for upcoming supervisory tasks and new valuable strategies for leading and encouraging employees. This proves that professional development not only provide the skills and abilities it also plays an important role for reducing the employee turnover .moreover it provide the guideline for supervisors to deal with employees.

Employee Behavior:

Mosses(1999) describes that One of the most popular problem that people face today that there is no extra time to achieve professional or personal goals .so in this way professional development program become helpful for fulfilling that needs. Similarly Wagner (2000) explains that the companies that using a professional development program are experiencing the high level of satisfaction from employees. Moreover these companies suffer from low turnover rates. According to the Stacey Resenward (2000) explains that Wagner, a director of the American society for training and development illustrate that the employees have greater loyalty towards the organization because they knows that the organization is investing for their future.

Similarly Logan (2000) explains that it is not obligatory that the company loyalty proved to be quantified .But it is helpful because the employees feel it as an intrensing reward for them. When they feel that the company is focusing on the bottom-line of the company then they decide they remain stay there and continuing their efforts in making contribution to the company's achievements. According to all of these authors we come know that the professional development programs generates loyalty among employees that becomes helpful to satisfy the employee's .So they do their best for the company's goals achievements.

Garger (1999) emphasized that it is very important for all of the companies to identify the proficient employee's .That proves to be one of the utmost assets for the company .so the company would try to face challenges to retain them. Logan (2000) Flora Bacco, director of organizational policy and programs at UNUM America, has found that organizational culture is as important as or more important to employees than money .Callahan (2000) asserts that the companies must try to create an atmosphere that would be suitable for employees in term of getting knowledge and skills about their jobs. So the environment should be helpful for employee's growthing not just to provide the place for doing the jobs. Professional development programs increase the organization competitiveness. According to Greengard (2000) describes that the "Companies need to create and maintain learning opportunities for

employees in order to ratchet up an organization's knowledge and competitive ability". All these point of views tells us that the companies must arrange the training programs for employees that becomes helpful to learn the new skills by employees in order to increase their knowledge and becomes as a competitive assets for the organization.

Professional Development Practices or Issues and its effect on Teachers Behavior:

This research became the challenge for educators. Georgia took lead and uses this research basis to create Performance Assessment System This Performance Assessment System was in different place in North Carolina Floria and Connecticut (1990).

New York had started. This Performance Assessment System (1994)
In Early, This system identifies some specific teaching behaviors like writing, Learning etc. Later this system recognizes the more complex view of learning. Au these systems lies on decision making that makes the assessors so assessors must be trained and expert both professionally and legally judgments in assessing leather's behavior.

ICT took part in the development and started determination of the teacher competencies related to the instructional practice, subject matter expertise and individual competencies. Instructional competency means teachers skills effectively using in all the stages in teaching learning process consisting course planning preparing teaching measuring and evaluating . Subject matter competency involves skills related to update knowledge and skills accordance to the individual needs and teachings to use computer. The role of teacher is crucial factor in full development and use of technology in the schools (Rodriguez, 2000). The power of ICTs is determined by the ability of teachers who are supposed to use. These new tools for learning environment for their student (UNESO 2002a).

To make students more effective user for technology (like computer) teacher must have proper knowledge and informed decision about technology. To use the technology, teachers must have knowledge, to access them. Learn have how to operate and also experiments with ways to apply them. Therefore, one of the most important dimensions in effective use of technology in the classroom is professional development of teachers (Mouza, 2002). In brief, professional development helps teachers solve particular instructional issues by indicating how technology can enable or enhance learning (Mouza, 2002)

Another practice for professional development is The Distributed Leadership practice and collaborated Learning. Having quality that could serve in school system to create a positive school climate, build culture and also build common languages belief, values that helps in helps in preparing the excellent student. The implementation of professional development initiatives focused on pedagogy and improvement in students learning, a distributed leadership framework involving multiple. Learning centered leaders have been reported to produce positive effects (Shere, 2004).

Professional development initiatives designed to improve school effectiveness and student achievements (Copeland, 2003, Harris, 2004, Leithwood et al, 2002). The main focus of this model is that four building principals and eight teachers from four schools concerning how distributed leadership, collaboration and team learning affects improvement in school by implementing the professional development initiatives. This school wide initiative used in each of the school is a comprehensive school reform model called Connecting Learning Assures. Successful Students (C.L.A.S.S).

Professional Development of teachers from Pakistan School System of Pakistan

There are 90 Elementary colleges of Education which are working as a Teachers training programs for Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) to primary school teachers in Pakistan. There are 16 Colleges of Education for secondary school teachers, which offer graduate degrees in education and the Department of education in 9 universities which are offering teachers training at the master's level, only 4 institutions which offer in-service teachers' training. Allama Iqbal Open University, Islamabad, offers a full teachers' Training program based on distance learning;

Enrolment is about 10,000 per annum of which 7,000 complete various courses every year. Pakistani Teachers Training Summer Institute was launched in 2004 as the opening program includes a suggestion to "make stronger and effective long-term U.S. and international commitments to the future of Pakistan". From 2004 to onward each year the of U.S. Department State, Bureau of Educational & Cultural Affairs, has awarded US $250,000 to the Plymouth Sate University New Hampshire USA to bring 20-25 Pakistani teachers to site for a four to five-week innovative program and cross-cultural swap. The target was to achieve to help the educators to get better their subject knowledge, and academic skills. Summer Training Institute is teamwork between Plymouth State University, USA, Idara-e-Taleem-o-Aagahi and School Improvement Network Pakistan (SINP) since 2004 to onwards. Plymouth State University Teachers Training Program is a great attempt of Idara-e-Taleem-o-Aagahi's. The purpose of training program is to intend the academic skills and knowledge amongst the teachers belonging mainly from the Public sector, racially and geographically have varied backgrounds. Teachers have been serious for such training opportunities. This training program is likely to accomplish their demands and to sustain quality education in Pakistan.

3: Finding and Discussion:

3.1: Professional Development Programs at Institute:

3.1.1: Management commitment regarding professional development:

Type of institute				t-value	p-value
Public		**Private**			
Mean	**SD**	**Mean**	**SD**		
1.83	.521	1.77	.426	.550	.583

The result shows that the mean score for public and private schools are 1.83 and 1.77 with standard deviation of .521 and .426 respectively. To measure the equality of means the t-score is .550 with p-value .583 as the p-value is greater than α i.e. 0.05 so this means that there is no significant difference between the two mean scores. Both types of institutes are agreed with the statement that the management of their institutes is highly committed to provide professional development practices to their teachers. Respondents of public schools reveal that management most of the time arrange professional development activities to enhance the professional development practices like by arranging different training program, coaching, workshops and seminars time to time moreover also motivate the teacher to attend that professional development programs. So they are agreed with the statement that the management of their institutes is highly committed with professional development practices. The mean score of private institute also shows that the staff of private institute agreed with that statement because they are provided mentoring or coaching by the management to enhance their professional development practices. The reason described by the respondents is that competition is the major factor that is motivating management of schools to groom their teachers professionally and practically.

3.1.2: Incentives granted for attending training:

Type of institute				t-value	p-value
Public		**Private**			
Mean	**SD**	**Mean**	**SD**		
2.15	.928	2.13	.867	-.868	.388

The result shows that the mean score for public and private schools are 2.15 and 2.13 with standard deviation of .928 and .867 respectively. To measure the equality of means the t-score is -.868 which shows the relationship between both mean scores with p-value .388. Respondents of public schools revealed that they are provided with small salary increments, bonuses and certificates but such incentives are not sufficient to motivate the teachers to attend to training but they are motivated at some extant. Incentives are specific with the training and performance from several years which has decreases its motivational level now. Respondents of private schools revealed that as compare to teachers of public schools they are motivated enough by receiving rewards and incentives with training. They described that most of the functions performed by the faculty are checked regularly and rewards are attached with performance. If teachers transfer training on the job then they are rewarded but with very few salary increments and appreciation that is most of the time not enough to encourage teachers to work properly.

3.1.3: Voluntary practices:

Type of institute				t.value	p.value
Public		**Private**			
Mean	**SD**	**Mean**	**SD**		
2.22	.728	2.51	.702	-1.927	.057

The result shows that the mean score for public and private schools are 2.22 and 2.51 with standard deviation of .728 and .702 respectively. To measure the equality of means the t-score is -1.927 with p-value .057. The public school teachers are agree at some extant toward this statement. Because at one side there are voluntary practices in order to doing the training like coaching and mentoring. But on the other hand the teachers are forced for training that is conducted at annual bases. If due to some reason any one of the employ is unable to attend the training then he/she is recommend for next incoming schedule of training. They are near to be neutral while considering the voluntary practices but most of them are agreed that mostly they are asked to do any course to update their knowledge on voluntary bases not essential that it may increase their salaries or other incentives. There is no significant difference between the two mean scores however both the respondents of public and private schools disagree with the statement that their involvement in training activities is voluntary. They described that management just make decision and implement those decision on the employees. There is no involvement of employees in making decision that is why their participation in training is also mostly involuntary.

3.2: Effectiveness of Professional Development Programs

3.2.1: Satisfied with training:

Type of institute				t-value	p-value
Public		Private			
Mean	SD	Mean	SD		
2.05	.805	1.97	.822	.442	.659

The result shows that the mean score for public and private schools are 2.05 and 1.97 with standard deviation of .805 and .822 respectively. To measure the equality of means the t-score is .442 with p-value .659. Statistics shows that the staff of public schools is agree with this statement that the teachers are satisfied with the training that is provided to them at their institutes. Because of the qualified trainers with appropriate equipments like projectors, white boards etc. Teachers pointing out that they have receiving the sufficient knowledge from their training but some of them claiming that they are facing problems in order to reaching the training place. This point has created some deviation in opinion. Calculations shows that the staff of private institute is highly satisfied with the training that is provided at their institute because of the facilities that are provided during the training like projectors friendly environment, sufficient or adequate training schedules and also due to increase in knowledge As the results indicate that there is no significant difference between the two mean scores. In both of the institutes teachers are satisfied with the training programs that are provided at their institutes some public school teachers feel difficulties in order to attend the training due to transportation problems.

3.2.2: Impact on job performance:

Type of institute				t-value	p-value
Public		private			
Mean	SD	Mean	SD		
1.69	.589	2.00	.767	-2.202	.030

The result shows that the mean score for public and private schools are 1.69 and 2 with standard deviation of .589 and .767 respectively. To measure the equality of means the t-score is .550 with p-value .583. As the means scores indicate that the respondents of public schools agree with the statement that the professional development programs that are

providing have a significant effect on their job performance due to the new experiences and increase in knowledge new methods to transfer the knowledge helps to increase their performance but sometimes training during job timing effects the performance. Some also tells some draw backs of the training during school timings. They further revealed that most of the teachers hired in public schools does not have string educational background and lack pre-employment training and education so training on the job is the only way to overcome the weaknesses of teaching staff. They are also agree with the point that the training they are provided affects their job performance. Due to some refresher courses they have enough knowledge to transfer and new methods to teach and to increase their performance. As the result indicate that there is significant difference between the two mean scores. Researcher have analyzed the situation according to her teachers of both type of institute agreed with the statement that training or other professional development programs effects their job performance because of the new teaching methods they learn from these programs with the combination of increase in knowledge. They also get some new methods to teach or some new techniques to make their teaching effective

3.2.3: Impact on student education:

Type of institute				t-value	p-value
public		private			
Mean	SD	Mean	SD		
1.73	.542	1.66	.539	.679	.499

The result shows that the mean score for public and private schools are 1.73 and 1.66 with standard deviation of .542 and .539 respectively. To measure the equality of means the t-score is .679 with p-value .499. The mean score of public institutes shows that they agree with the statement that professional development programs have a significant impact on the quality of education delivered to the student because these training or other professional development programs leads to the increase in knowledge that could help the teacher to improve the quality of education some of them also told that they are also able to clear some un clear concepts through mentoring, coaching, workshops and training. The teachers of private schools are also agreed with the statement that professional development programs have a significant impact on the quality of education delivered to the student they learn more from the professional development programs helps to increase the quality of education they can eliminates the ambiguities if any they have regarding their course. Seminars help the teacher to improve their skills and ability and also increase in knowledge that leads to the quality of education. As the results revealed that there is no significant difference between the two mean scores. Researcher have comparatively analyzed the situation as both of the groups are agreed with the statement that professional development have a impact on the quality of education delivered to the students the ways are different but they have some impact on the knowledge

abilities and skills.

3.2.4: Success towards transmitting new knowledge:

Type of institute				t.value	p.value
public		Private			
Mean	SD	Mean	SD		
1.75	.822	1.89	.676	-.856	.394

The result shows that the mean score for public and private schools are 1.75 and 1.89 with standard deviation of .822 and .676 respectively. To measure the equality of means the t-score is -.856 with p-value .394. The results indicate that most of the respondents   agree with the statement that most of the professional development programs succeed in transmitting new knowledge and skills to the student. Teachers also learn the method of effectively transfer the knowledge through professional development but sometimes they feel it difficult just because of the lack of facilities within the institutes. The teachers of private institute also agree with the statement that the professional development programs succeed in transmitting new knowledge and skills to the student. Different techniques they learn through mentoring, coaching or seminars to transfer their knowledge to the student. According to their opinion there is no any draw back in the training or other professional development programs but the hurdles occur when they do not have sufficient equipment that could help then to transfer their knowledge like projectors or other scientific equipment. As the results revealed that there is no significant difference between the two mean scores. In comparative study researcher has observed that in both of the institute the professional development programs succeed in to transfer the knowledge to the student effectively they learn different techniques to improve the methods but they are not able to do this due to lack of the equipment in   both of the institutes.

3.2.5: Effective to enhance teacher's and student skills:

Type of institute				t.value	p.value
public		Private			
Mean	SD	Mean	SD		
1.52	.535	1.54	.780	-.143	.887

As the results indicate that the mean score for public schools is 1.52 and for private schools is

1.56 with standard deviation is .535 and .780 respectively. The t-score for equality of means that is -.143 with p-value .887. This indicate that there is no significant difference between the mean of public and private schools .so both of the schools agree with the statement that the professional development programs are effective to enhance the teachers skills and students knowledge. Public school teachers said that of course the professional development programs are effective to enhance the teacher's skills and student's knowledge. But sometimes due to lack of facilities we face problems in order to transfer our knowledge into students. Because the training is only successful if it is implemented properly .so for this the basic facilities like's multimedia, white boards are required to transfer their knowledge successfully. Because the students skills can only be improved if the subject content is properly delivered to students that is only possible in presence of the essential facilities. Private school teachers are also claiming the same problems .Although they have effective labs but not projectors. So they face problems in terms of delivering an effective lecture. The lecture can only be effective if it has practical examples in the form of pictures or videos. Moreover the multimedia are also used in order to motivate, attract the students toward the lectures .So the performance of teachers or students is only improved with the help of these facilities. More over the load shedding of electricity is also a hurdle in the way of improving the performance of teachers and students through professional

development.   As the results revealed that there is no significant difference between the two mean scores. Both types of schools are claiming that they face problems regarding the shortage of facilities in terms of delivering their knowledge into the students. But private schools have to some extent fewer problems as compared to public schools. But both of the schools are facing a lot of problems in order to improve their performance. Teachers explaining that the professional development is helpful in order to improve their skills in terms that they can properly delivered their knowledge effectively towards the students. And student's performance is increased in terms of their better results. That is the result of the teacher's skills. But they face problems in terms of lack of necessities.

Conclusion and Recommendation

The present paper is an attempt to explore professional development practices for teachers in secondary schools of Pakistan. Research has attempted to discover the better ways for professional development of teachers in secondary schools in addition to many other factors like continue training, in service education, workshops etc. counseling and incentives are also very important factors to discuss here because in Pakistan teachers face many problems while getting professional development so counseling, incentives are necessary for continuous professional development of teachers. Otherwise many lose heart due to a lot of problems faced by them during professional development trainings. The purpose of the study is to explore the term professional development, to make teachers able to manage the class more efficiently and also increase the level of learning throughout their career and also find the hindrances in professional development programs of teachers in secondary schools of Pakistan and to provide the better solution to overcome the hurdles by providing different training programs batter than that provided in the past. So for these purpose schools of

Pakistan we took a sample for the collection of relevant data. Our study is also helpful to explore how we can make the professional development programs more effective and professional development is helpful for teachers and what are their purpose to design these programs moreover explore the challenges they are facing recently and what issues arises related to it and how could we minimize these.

Mostly people are agree with the statement that their management is highly committed regarding professional development but the problem is that they have specific methods to train them are same from several years the methods if we take government schools they are mostly emphasis on training and refresher courses while conferencing, seminars, mentoring, coaching research work and national or international scholarship program are not in practice and private schools are mostly adopting mentoring or coaching but training, refresher courses, workshop and scholarship programs are not in practice. Each program gives a different experience, abilities, skills and knowledge and as institutes has adopted some fixed types of professional development programs they are not able to get that specific experience or skills. Both of the institutes are not adopting the assessment method to check the reliability of their professional development programs. Mostly people are agree that they are provided incentives on their performance and also for attending the training in public schools which are mostly in the form of shields and in private in the form of certificate and for training purpose only in public schools are giving incentives to the teachers by the management but these are not enough to motivate the teacher for professional development practices. For example only provide a certificate is not enough to motivate anyone to attend the professional development programs or to perform well. It could be effective only one or two time maximum but not every time. As calculations shows in finding and discussion the professional development programs have the significant effect on the job performance knowledge they get help them to give better concepts to their student's abilities and skills make them able to better understand that how effectively he can control the class etc but sometimes professional development programs have negative effect on their job performance when they come back after attending the trainings or other programs they have to refresh the courses of their classes which was stopped due professional development programs they are attending. Researchers found that most of teachers are claiming that they have lack of facilities for the implementation of training knowledge in order to enhance the skills of students. No motivation in order to achieve their mission of transferring their knowledge towards students. And transportation problem for female teachers in order to get their training to enhance their knowledge through professional development training programs., insufficient finance in order to cover their training expenses, no management support regarding the training schedule etc these are some major problems that student , teachers face during their trainings in order to enhance their skills and knowledge. Moreover the researches are not so much conducted at public and private school level. If conducted then favoritisms is prevail here in order to select only most preferred teachers to perform researches. So in this way the remaining teachers may lose chance in order to implement their training knowledge towards the research. The major issue is finance that plays a major role in order to motivate teachers toward their trainings for the improvement in quality and performance of teaching.

Here the teachers face the lack of counseling. Because they face a lot of problems from getting to the implementation of training knowledge towards their students. So due to the lack of counseling and motivation they lose heart & de motivated towards their goals. Public school teachers claiming that they are not encouraged to orient new employees. Moreover no proper orientation is conducted for incoming employees .However the informal introduction about the organization is provided to employees. By conducting the formal meeting in which principal and some senior teachers are invited in order to introduce themselves and the organization principals, rules and regulation. So the problem is that not all of the teachers get the chance to orient new incoming employees for implementation of their knowledge. Private school teachers are more encouraged in order providing the orientation to new incoming employees. Here the proper orientation is conducted in order to say warm welcome to new incoming employees. But the problem is that the private school faces lack of sufficient finance due to which the proper orientation can't be conducted. . But teachers claiming that they do not face encouragement from the management in order to motivate them. Moreover they are not appraised by the senior management. So they lose heart and de motivated towards their goals in terms of solving the organizational problems. Private schools teachers are also facing the same problems in addition to this they are also facing the problem of time shortage in order to solve the organizational problems with the help of their training knowledge. Strict behavior of management de motivated the teachers toward their teaching and the solution of the incoming problems in the organization. Villegas-Reimers (2003) identify theoretical, relative, and practical factors that are important for the success of any professional development program.

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